EUI EUROPEAN UNIVERSITY INSTITUTE

# EUI QUALITY ASSURANCE FRAMEWORK

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# Foreword

The EUI Quality Assurance Framework reflects the internal quality assurance practices of the EUI's PhD, Master's, and executive education programmes, as well as its fellowships.

This Framework brings together the principles, procedures, and responsibilities that underpin quality assurance across the EUI. It provides a coherent institutional approach while recognising the diversity of our programmes, disciplines, and learner communities. In doing so, it supports a culture of quality that is shared by EUI faculty, professional staff, and learners alike.

The Framework is guided by the EUI Strategy 2026–2031 and its commitment to excellence, engagement, and communication. It reflects our ambition to deliver learner-centred education, promote innovation in interdisciplinary and international teaching and learning, and ensure transparency and accountability in our academic practices. The EUI's internal processes align with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area, reinforcing our place within the broader European higher education community.

Crucially, this Framework is a living document that is subject to continuous updating in light of changes in EUI educational activities, learner needs and regulatory environment.

Quality assurance is not simply a matter of compliance. It is a continuous process of reflection, dialogue, and enhancement that helps us to create an environment in which learners and educators can thrive. By articulating our shared standards and expectations, this Framework supports the EUI's mission to educate the next generation of scholars, professionals, and leaders who will contribute to addressing Europe's and the world's most pressing challenges.

I would like to thank all colleagues and learners whose contributions have helped shape this Framework and whose ongoing commitment to excellence sustains the quality of education at the EUI.

**Josephine van Zeben**
*Provost for Education and Academic Staff Development European University Institute*

4 June 2026

# Part A: INSTITUTIONAL GOVERNANCE

## Purpose of the EUI Quality Assurance Framework

The European University Institute (EUI) is a postgraduate research-intensive university established as an international, intergovernmental organisation. The EUI derives its academic mission from its Convention, specifically from Article 2.1:

The aim of the Institute shall be to contribute, by its activities in the fields of higher education and research, to the development of the cultural and scientific heritage of Europe, as a whole and in its constituent parts. Its work shall also be concerned with the great movements and institutions which characterise the history and development of Europe. It shall take into account Europe's cultural and linguistic pluralism and relations with cultures outside Europe.

This aim shall be pursued through teaching and research at the highest university level.

As part of the general programme of its scientific activities, the Institute shall develop interdisciplinary research programmes on the major issues confronting contemporary European society, including matters relating to the construction of Europe.

The Institute should also be a forum for the exchange and discussion of ideas and experience in subjects falling within the areas of study and research with which it is concerned.

Due to the EUI's intergovernmental status, the EUI does not fall under any single, national higher education system. Rather, the EUI's internal quality assurance system is dedicated to improving its quality assurance processes in accordance with its core academic and educational principles, and it adheres to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) for its doctoral and master's degree programmes. The focus of the ESG is on quality assurance as it relates to learning and teaching in higher education, including the learning environment and relevant links to research and innovation.

The ESG are built around four principles:

- Higher education institutions have primary responsibility for the quality of their provision and its assurance;
- Quality assurance responds to the diversity of higher education systems, institutions, programmes and students;
- Quality assurance supports the development of a quality culture;
- Quality assurance takes into account the needs and expectations of students, early career researchers, all other stakeholders and society.

These principles underpin the EUI Quality Assurance Framework. The EUI's commitment to these principles is ensured by the following features of the Framework: a commitment to leveraging collective knowledge by actively engaging stakeholders in quality assurance processes; a regular cycle of self-evaluation and peer review; systematic benchmarking of best practices in higher education, and continuous feedback of the findings of such processes into the activities of the institution as a whole.

The purpose of this Quality Assurance Framework is to provide the EUI's academic and service units with a coherent institutional structure to ensure and continuously enhance the quality of the Institute's teaching, and training activities, in line with the EUI Strategy 20262031 and the ESG. The Framework supports a shared quality culture across the Institute, ensures accountability and degree recognition through appropriate internal and external quality assurance mechanisms, and provides the institutional basis for strengthening support for teaching and learning, including pedagogical development and programme design. It functions as the overarching institutional framework and should be read as the basis for programme-level quality assurance manuals. Given the ongoing developments in the EUI's

educational activities and in QA best practices, this Framework is a living document which will be continuously updated to reflect these changes.

## Scope of the Framework

The EUI offers both degree and non-degree programmes (Executive Education and Fellowships), as detailed in Parts B, C and D of this document. Degree programmes – including taught and research degrees – are assessed according to the ESG. Non-degree programmes follow the good practices of the ESG, where appropriate, and are furthermore covered by specific quality assurance procedures.

The EUI Quality Assurance Framework applies to all current and future degree offerings, and set out the processes for internal quality assurance of the following aspects:

- Design and approval of new programmes
- Monitoring and periodic review of existing programmes
- Student-centred learning and teaching
- Student admission, progression, recognition and certification
- Teaching staff
- Learning resources, research and student support
- Information management
- Public information

It also outlines engagement with external quality assurance processes.

As of 1 June 2026, the EUI degree programmes are:

- Doctoral programme (PhD) in Economics
- Doctoral programme (PhD) in History and Civilisation
- Doctoral programme (PhD) in Law
- Doctoral programme (PhD) in Political and Social Sciences
- Master (MRes) in Economic Research
- Master (MA) in Transnational Governance
- Global Executive Master (GEM)
- LLM Programme in Comparative, European and International Laws (admission to the programme is currently suspended)

In addition to its degree programmes, the EUI offers a growing range of executive education programmes and other non-degree training activities, designed primarily for policy professionals across a variety of fields. These activities are hosted by the Florence School of Transnational Governance (STG) and the Robert Schuman Centre for Advanced Studies (RSCAS), within which several sub-units operate, including the Florence School of Regulation (FSR), the Centre for a Digital Society (CDS), the Florence School of Banking and Finance (FBF), and the Migration Policy Centre (MPC).

Under the ESG, the requirements for executive education courses only partially overlap with the requirements that govern degree programmes. Therefore, non-degree programmes at EUI are subject to specific internal quality assurance processes. This includes establishing clear learning outcomes, providing regular feedback to participants, conducting systematic reviews, and maintaining a focus on continuous improvement (see Section C for detailed framework).

## EUI Quality Assurance Governance

The EUI ensures accountability and effective oversight of quality assurance across all degree and non-degree programmes through well-defined governance structures. These structures clarify roles and responsibilities, support strategic alignment, and ensure that resources are allocated to maintain and enhance quality across all programme areas.

The EUI's governance framework is established in its founding treaty, the EUI Convention. Article 5 identifies the Institute's three main authorities as the High Council, the Academic Council, and the President, each of which contributes to quality assurance within its remit.

The High Council, composed of delegations of the Contracting States to the Convention, provides overarching institutional oversight and is responsible for the main guidance of the Institute. It adopts the rules governing the Institute's activities and approves the budget, thereby ensuring the regulatory and financial framework within which quality assurance processes operate.

The President provides the overall direction and leadership of the EUI and represents the Institute in legal matters in accordance with the Convention. The President further exercises the Institute's executive and administrative powers, including in matters not expressly assigned to other governing bodies under the institutional framework. Together with the Provost for Education and Academic Staff Development, the President bears overall responsibility for quality assurance and for the standards of the EUI's qualifications and other educational outputs. In exercising this responsibility, they are supported by the Academic Council and the Executive Committee, which operate within the governance structure established by the Convention and under the authority of the High Council, as well as by the Academic Service within the Institute's administrative framework.

The Academic Council's mandate covers matters related to research and teaching and therefore plays a central role in academic quality assurance. It adopts the rules governing academic life, discusses the organisation and content of research and teaching activities, and examines new academic initiatives and programmes. Its membership includes EUI leadership, Heads and Directors of Academic Units, representatives from Faculty, the Director of Academic Services and depending on the format of the meeting, also representatives of fellows, PhD researchers, Master's students, academic assistants/research fellows, and professional staff.

The Academic Council is empowered to adopt and revise the Academic Rules and Regulations of EUI study and research programmes (Doctoral and Master Programmes). In carrying out its responsibilities, it is assisted by the Executive Committee, the Doctoral Programme Committee (see Part B), and the STG Master Programme Committee (see Part B).

The Academic Service acts as the Registrar and is responsible for the affairs of students and early-stage researchers. It oversees and supports the student life cycle, including application, selection, and admission processes, grant payments, and management of the academic progress of master's students and Doctoral researchers throughout their programmes in addition to student support and welfare services. The Academic Service also supports the Office of the Dean of Graduate Studies, the Max Weber Programme and administers and advises the Ethics Committee.

The EUI's Quality Assurance Officer (QAO), as a member of the Academic Service, is responsible for the coordination of internal quality assurance. The QAO advises academic and relevant service units on the development of internal quality assurance processes in line with the ESG.

The High Council, the Academic Council and the President are supported in ensuring quality assurance by the following governance and advisory bodies:

- The High Council's Strategic Standing Committee
- The High Council's Budget and Finance Committee
- The Research Council
- The EUI Executive Committee
- The EUI Doctoral Programme Committee

- The STG Master Programme Committee
- The EUI Executive Education Committee

The latter three are sub-committees of the Academic Council and derive their powers from that mandate.

## Compliance and Standards: EUI Academic Rules

EUI has policies in place to ensure that all programmes and courses comply with institutional standards and external requirements. All members of the EUI academic community are expected to uphold the highest standards of academic integrity and ethical conduct. Records are maintained to professional standards, with appropriate measures in place to safeguard participant confidentiality.

The institution's ethical framework is governed by the EUI's Academic Rules and Policies, to include:

- The Code of Ethics in Academic Conduct and Research
- Disciplinary Regulations
- The EUI's Policy on Harassment, Sexual Harassment, and Bullying
- The Code of Practice on Freedom of Expression
- Guidelines for the Responsible Use of Artificial Intelligence for Research
- EUI Policy on Risk in Research

Allegations of breaches of conduct are addressed through formal procedures that ensure transparency and full respect for due process. Depending on the nature of the matter, cases may involve the Ethics Committee, the Harassment Decision Panel, and where relevant, the Disciplinary Committee and Disciplinary Appeals Committee, in accordance with the applicable internal rules. Training and awareness on ethical issues are provided for faculty, researchers, and students, in addition to other members of the EUI community.

## Inclusive Academic Environment

The EUI is committed to creating a supportive, fair, and inclusive academic environment. The following policies within the EDI framework at the EUI frame this commitment:

- Disability and Specific Educational Needs Policy
- EUI Gender Equality Plan
- EUI Policy on Harassment, Sexual Harassment and Bullying
- EUI Ethnic and Racial Equality Plan

These policies aim to ensure that all students, early career researchers and staff have equal access to academic resources and opportunities and that institutional barriers to participation are actively addressed.

## Research Transparency and Access

The EUI supports open and transparent dissemination of knowledge through its Open Access Policy. This policy provides public access to publications and research data in accordance with FAIR principles (findable, accessible, interoperable, and reusable) and EU guidelines. The Library and Academic Service provide support for compliance with open science standards.

## Programme specific Rules and Regulations

The EUI maintains a robust regulatory environment governing all its academic programmes. Key documents include:

- Academic Rules and Regulations for the Doctoral and Master of Research Programmes
- Rules and Regulations of the Master in Transnational Governance
- Rules and Regulations of the Global Executive Master
- Code of Practice for Doctoral Supervision
- Policy on Academic Writing Support and Thesis Correction Services
- EUI Library Copyright Policy

These documents define the structure, progression, assessment, and completion standards for each programme and ensure consistent application of academic expectations. They also provide the framework for student satisfaction surveys as a key mechanism to evaluate student and early career researcher experience.

## Faculty

The EUI's distinctly international environment provides exceptional opportunities for academics and researchers across disciplines and borders. It employs a team of highly skilled academic staff from Europe and beyond, consisting of full-time and part-time professors and assistant professors.

EUI professors are appointed on fixed-term contracts, which may be renewed in accordance with the applicable internal procedures. Renewal requires a formal request and is subject to an academic assessment of the professor's activities and future plans, including external peer review where appropriate.

Faculty work either within the four departments (Economics, History, Law, Political and Social Sciences), or within dedicated research centres and academic units (the Robert Schuman Centre, the Florence School of Transnational Governance, and the Max Weber Programme).

The full-time faculty is primarily responsible for the teaching, supervision and mentoring of early career researchers (doctoral and post-doctoral researchers) and students. Their work is complemented in important ways by other academic staff, including part-time faculty, as well as research fellows and academic assistants. Research fellows are postdoctoral researchers at different stages of their career that carry out independent research. Academic assistants, who may be pre or postdoctoral researchers, participate in research, teaching or organisational and logistical aspects of a project or academic activity.

## Learner-Centred Teaching, Assessment and Learning Environment

To support learner-centred teaching and assessment, EUI academic programmes:

- Promote effective, evidence-based teaching that engages learners and supports learning outcomes.
- Foster an inclusive, respectful and supportive learning environment that values diversity and well-being.
- Encourage active learning, critical thinking, problem-solving, collaboration and reflection through a range of teaching methods.
- Provide learners with autonomy and choice in their learning, while ensuring appropriate academic guidance and mentoring.
- Ensure that programmes, courses and seminars are designed with learners' needs and learning outcomes in mind.
- Promote collaboration and networking among learners within programmes and across the Institute.
- Support the development of digital literacy through the effective use of digital learning environments and technologies.
- Provide regular, constructive feedback from supervisors, faculty and mentors to support learner development.
- Use assessment methods that are transparent, fair, inclusive and aligned with intended learning outcomes, with clear information on requirements, grading and study progress.
- Ensure that academic regulations, programme requirements and procedures are publicly available and accessible to current and prospective learners.
- Provide formal mechanisms for learner feedback, course evaluation and appeals, and use evidence and stakeholder input to continuously improve teaching, learning and assessment practices.

# Learning Resources and Services

## Scholars' Hub

The Scholars' Hub, administered and supported by the Academic Service, is the EUI's multilingual and translingual centre for academic literacy, teaching and learning, mentorship, academic skills, and professional development.

Designed as a cross-institutional initiative, the Hub connects academic and professional services to offer integrated support in academic writing, teaching and learning, multilingual scholarship, research communication, digital and AI literacy, mentorship, and career development.

The Scholars' Hub's core team is composed of the Academic and Professional Development team, language teachers — English, German, Italian and Spanish — academic purposes staff, and Teaching and Learning Officers. The team collaborates with staff from the Library and benefits from the pedagogical expertise and executive education knowledge available across the Institute's services, units, and centres.

The Scholars' Hub is responsible for:

- Academic and Multilingual Literacies o Provide comprehensive academic literacy programmes with both disciplinespecific and interdisciplinary approaches to reading, writing, critical analysis, and scientific communication. This includes English for Academic Purposes (EAP) and multilingual and translingual academic support in Italian, French, German, and Spanish.
- Deliver a full spectrum of EAP courses for various academic levels, from foundational writing to advanced publishing, including specialised workshops for fields like law and in the humanities.
- Support staff multilingual training and assessment for third-language proficiency, as required for promotion.
- Teaching and Learning Development
- Offer structured teacher training that includes reflective practices, curriculum development, and assessment strategies, in academic and executive programmes. o Provide personalised coaching on academic writing and career planning.
- Integrate digital teaching skills and online course creation to equip researchers for modern pedagogical demands.
- Strategies for Academic Career Development

This includes specific activities for those early career learners pursuing an academic career but also extends to career paths beyond academia, such as policy or consultancy roles.

- Offer training on manuscript preparation, journal review process, writing successful book proposals, and other publishing strategies.
- Offer research grant application skills training.
- Provide career coaching, including mock interviews, CV writing, and job application strategies, and create opportunities for publication and networking with academic publishers.
- Incorporate soft skills training, such as time management, work-life balance, and academic and professional resilience in collaboration with the Psychological Support and Wellbeing Service – that is part of Academic Service.
- Flexible Career Development Pathways o Support diverse career paths within academia, including research-focused, teaching-focused consultancy and professional administrative roles.

All Scholars' Hub support is subject to formal assessment by its users in the form of teaching evaluations and feedback. Members of the Scholars' Hub are expected to engage in professional development, create syllabi with measurable learning outcomes for all their courses and workshops, and engage in peer teaching and learning feedback.

## Library

The EUI Library's Charter of Services outlines the Library's commitment to advance the research and educational pursuits of the EUI's academic community by providing high-quality information resources, services, and learning spaces, as well as access for visiting and exchange scholars. The Charter also defines users' rights and the conditions for accessing Library resources, both physically and remotely, and sets out the principles of equity, accessibility, transparency, accountability, and efficiency that underpin Library services. The Library's annual objectives, presented in its Annual Report, are aligned with the EUI Strategy 2026-2031 and support the Institute's strategic priorities, including academic excellence, digital transformation, Open Science, and inclusiveness.

The Library is committed to maintaining an extensive, curated, and diverse collection of print and digital resources. The selection, purchase, renewal and management of these resources are guided by the EUI Library Collection Development Policy. These processes are carried out in line with the EUI Public Procurement Regulatory Framework, including technical specifications and cost effectiveness.

The Library also ensures the timely acquisition of course materials, prioritising teaching needs and coordinating closely with faculty to ensure that essential readings and learning resources are available to students in a timely manner, supporting both course delivery and student learning.

The Interlibrary Loan Service provides access to documents that are not in the Library's collection. Subject information specialists and an Open science service ensure direct support to users, collaboration with academic units, and dissemination of research. The Library promotes the widest possible dissemination and reuse of EUI research outputs (publications and data) through Cadmus, the EUI Research Repository, in line with the EUI Open Access policy which supports Open Science principles. The Library offers EUI authors the opportunity to publish Open Access, waiving fees through its transformative agreements with several publishers. All Library operations and services are supported by state-of-the-art technological infrastructure, directly managed by the Library according to the highest standards. User satisfaction is evaluated through surveys and data collection. The Library employs a multichannel communication strategy, including social media and EUI newsletters such as EUI In Brief and This Week at the EUI, to share information about its services, resources, and events. This is complemented by researcher-led exhibitions, curated displays, and a range of information literacy and research skills sessions, supporting engagement with the academic community and effective use of Library collections and services.

## The Historical Archives of the European Union

The Historical Archives of the European Union (HAEU) preserves and makes accessible for research the archives deposited by EU institutions according to the thirty-year rule governing access to archival material. It also collects and preserves private papers of individuals, movements and international organisations involved in European integration. Finally, it facilitates research on the history of the European Union, promotes public interest in European integration through education and outreach, and enhances transparency in the functioning of EU Institutions.

The HAEU has been audited and certified as compliant with the requirements of the ISO 9001:2015 Quality Management System (QMS). To obtain such certification, the HAEU successfully demonstrated its ability to consistently provide services that meet customer and applicable statutory and regulatory requirements.

It has also demonstrated its efforts and success in enhancing customer satisfaction through the effective application of the system, including processes for system improvement and assurance of conformity to customer and applicable statutory and regulatory requirements.

The HAEU outlines the principles of ethical behaviour to which it adheres regarding professional integrity, archival processing and accessibility to and use of its holdings in its Code of Archival Ethics.

## Learning Management System (LMS)

The EUI's Learning Management System is an online platform that serves as a central resource for the EUI's diverse academic community, comprising students, researchers, fellows, staff, and executive education participants, to meet their teaching, research and training needs.

For students and learners, the LMS provides a consistent and accessible interface across all programmes, enabling them to manage their learning independently whilst maintaining a connection with their peers and faculty. The LMS supports various learning styles through the delivery of multimedia content, including video lectures, reading materials, and interactive resources. Students benefit from clear visibility of assignment deadlines, assessment criteria, and feedback mechanisms, which together support their academic progression and help them monitor their own development.

For faculty, the LMS offers a structured environment for course design and delivery. Faculty members can organise content logically, set up automated workflows for assignment submissions, and track student engagement and progress. The platform facilitates formative and summative assessment processes, allowing instructors to provide timely feedback and maintain comprehensive records of student achievement. Communication tools within the LMS enable staff to respond to individual queries, moderate group discussions, and make course-wide announcements efficiently.

Researchers utilising the platform for teaching and training purposes can create targeted learning pathways for discipline-specific content. The LMS supports the delivery of both mandatory training requirements and optional professional development opportunities, with tracking capabilities that ensure compliance with institutional and external requirements.

Executive education participants benefit from the platform's flexible delivery model, which accommodates the needs of professionals balancing learning with work commitments. The LMS enables cohort-based learning whilst allowing users to pace where appropriate, and supports the delivery of case studies, collaborative projects, and peer learning activities that are central to executive programmes.

Aggregated platform analytics, including completion rates, engagement in active learning activities, and drop-out indicators, feed into the Schools' KPI frameworks and annual review processes, providing evidence-based insights to inform programme design and support continuous improvement.

EUI regularly reviews the LMS functionality and user experience through feedback mechanisms, usage analytics, and consultation with all user groups. This ongoing evaluation ensures that the LMS continues to meet the evolving pedagogical needs of EUI and maintains alignment with quality standards in digital education delivery. The platform is configured to meet accessibility standards for web content and supporting users with diverse needs through compatible screen-reader formats.

All personal data processed through the LMS is handled in compliance with the EUI's dataprotection policy. Access controls and authentication mechanisms ensure that course materials, participant data and evaluation outputs are visible only to authorised users.

## Information Management

The EUI collects, analyses and uses relevant information for the effective management of its programmes and other activities. Documentation of records is undertaken in compliance with the EUI Records and Archives Management Framework.

The EUI uses a student information management system (SIS) to manage the student lifecycle, from application, registration, study programme requirements, supervision, through to qualification, and graduation.

A Central Data Dashboard tracks and generates quantitative data from the SIS and other core management systems and qualitative data from surveys and assessments. The Dashboard provides the academic units with a means to monitor their own performance horizontally and vertically and allow comparison with the other units. Furthermore, the data collected through the Central Data Dashboard informs the annual Key Performance Indicators (KPI) reports, which are validated by the High Council and the Academic Council, and used to measure and monitor the EUI's performance in accordance with its Strategic Plans.

The rise of Artificial Intelligence (AI) and its widespread adoption have presented new possibilities and challenges for academic institutions globally. In response to these advancements, EUI has published the Guidelines for the Responsible Use of Artificial Intelligence for Research , outlining principles for the ethical (non-discriminatory, unbiased, safe, and responsible) use of AI applications in research within the context of the EUI. These guidelines are based on three main principles: (i) self-awareness, (ii) individual responsibility, and (iii) disciplinary diversity. The EUI Department of Law has furthermore published a guide titled AI for Academic Legal Research and Writing: Practical Guidelines with Use Cases and Risk Assessment.

## Public Information

The EUI publishes accurate, complete, and objective information about its academic activities, as part of its commitment to openness and transparency. The provided information is readily accessible to all target audiences and complies with EU and EUI data protection regulations.

All EUI communications and marketing activities follow institutional visual identity guidelines, style guidelines, and social media guidelines.

The institute uses various online and offline communication tools and methods to inform prospective and current researchers, students, fellows, professors, visiting researchers, alumni, other stakeholders, and the public. The EUI strives for the timely publication of selection criteria; intended learning outcomes; qualifications; teaching, learning, and assessment procedures; pass rates; learning opportunities; and graduate employment information related to its PhD, post-doctoral, master's and executive education programmes. The Institute also publishes research outputs, including theses, and related communications materials.

Online and offline information about the various programmes is managed by the academic unit or department in charge of the specific programme, while the EUI Communications Service is responsible for related communication and marketing campaign materials. The Communications Service manages content about the programmes on the main institutional social media channels, and is responsible for EUI newsletters, news items and other communication and marketing efforts to promote its programmes. The Communications Service uses surveys and data collection to gather feedback and evaluate user satisfaction.

The Communications Service, which guarantees alignment and quality across communication and marketing efforts, convenes two working groups dedicated to harmonising communications and marketing efforts across the Institute in the interest of ensuring consistent messaging, improving the quality of communication, and fostering a unified approach to outreach. These groups collaborate across departments and academic units to ensure that communications and marketing materials are aligned with the Institute's strategic goals, maintain a high standard of quality assurance, and comply with institutional guidelines. Their work aims to streamline processes, enhance the effectiveness of communications, and promote the EUI's activities in a coherent, professional manner, while maximising engagement and impact across all target audiences. Moreover, efforts are made to improve website navigation, guiding users to clear, relevant information that meets their needs and helps them find the right offerings, both on the EUI's channels and on third-party platforms where the Institute is present.

The Web Unit is responsible for quality assurance on the EUI institutional website. The EUI uses a consistent approach to store, publish and index digital information across educational programmes, research activities, people profiles, and other key areas. This enhances the visibility of relevant activities, ensures a more controlled quality assurance process, and significantly reduces the administrative effort required to manage and publish information online. Additionally, it ensures compliance with accessibility and data protection regulations. Further efforts are needed to map and incorporate additional data sources using the same system.

The EUI contact management system allows external users, such as prospective candidates and alumni, to update their contact preferences. Subscribers and leads give consent to receive information about EUI programmes, with marketing campaigns tailored to ensure relevance and accuracy. Personal data are processed in compliance with the Decision of the President No. 10 of 18 February 2019 regarding data protection at the EUI.

# Part B: DEGREE PROGRAMMES

The EUI offers postgraduate programmes at two levels: PhD programmes and master's programmes.

The PhD programme represents EUI's core academic offering, providing advanced research training across four departments:

- Economics
- History
- Law
- Social and Political Sciences

Doctoral candidates undertake independent research under the expert supervision of their advisors, contributing original scholarship to their respective fields over a standard duration of four years.

The master's programmes comprise:

- Master in Economic Research (MRes) is a one-year programme that focuses on the acquisition and practice of economic research skills.
- Master of Arts in Transnational Governance (MTnG) is a two-year programme that provides an interdisciplinary approach to transnational challenges across policy areas and governance practices, drawing from political science, international relations, management, economics, sociology and law.
- Global Executive Master (GEM) is a two-year, part-time programme for public policy professionals, with a focus on upskilling and advanced knowledge.
- LLM Programme in Comparative, European and International Laws (admission to the programme is currently suspended) is a one-year programme that focuses on the development of advanced legal research skills and the ability to produce and communicate scholarly analysis in an international and interdisciplinary environment

All programmes are characterised by their international and interdisciplinary nature, drawing students and faculty from across Europe and beyond, and emphasising rigorous academic standards, critical inquiry, and the advancement of knowledge in the social sciences and humanities.

## Governance of Degree Programmes

### The Doctoral Programme Committee (DPC)

The DPC is the core quality assurance body of the EUI's doctoral programmes. The Committee is chaired by the Dean of Graduate Studies and includes the Directors of Graduate Studies of each Department. In order to ensure equality of representation between teaching and researcher constituencies, it also includes five researcher representatives.

Its general responsibilities are:

- To maintain an overview of the structured doctoral programme, including the evaluation of supervision and pedagogical assessments, quality of the first year of the doctoral programme, Master of Research Programmes, third-year progress reports, and exit surveys conducted among doctoral and Master of Research graduates.
- To liaise with the departments to ensure best practice in supervision.
- To liaise between departments on all matters of common academic interest (e.g. completion grants, missions and exchanges) or where a degree of coordination is required to achieve Institute-wide objectives (e.g. the promotion of interdisciplinary seminars).
- To promote post-doctoral initiatives, in collaboration with the Max Weber Programme, and in particular to promote a research environment where doctoral and post-doctoral study complement one another.

- To examine the quality of the 'EUI experience' of Doctoral and Master of Research students and researchers through the reports of the Psychological Support and Wellbeing Service and the annual feedback on academic literacies, skills, teaching and learning, and professional development offers of the Academic Service's Scholars Hub.

The DPC meets three times during the academic year. The meetings are published in the EUI's Academic Calendar.

### The STG Master Programme Committee (MPC)

The MPC is the core quality assurance body of the MTnG and the GEM. The MPC is chaired by the Director of the STG and reports back to the STG Faculty Board. When needed, the Academic Council is informed of its conclusions, for example in case of the creation of new degree programmes.

The MPC's general responsibilities are:

- To maintain the quality and coherence of the educational offer of each programme. This includes the discussion of any changes to the curriculum (such as through the creation or retirement of courses) and the establishment of additional degree programmes;
- To align curriculum design and assessment practices with the QA processes of the STG and the EUI more broadly;
- To assess the quality of teaching and respond to feedback from students and peers on pedagogic practices.

## Design and Approval of New Degree Programmes

Academic units proposing a new degree programme shall submit a comprehensive proposal to be examined and supported through the relevant academic governance bodies. The proposal should include programme objectives, academic framework, organisation, curriculum, required faculty expertise and resource requirements. This includes a market study that can demonstrate the demand for such a new programme as well as its financial feasibility. In addition, any proposal must include a programme template that contains the following elements:

- The level of the programme within the European Qualifications Framework;
- The intended qualification, including any interim qualifications;
- The programme title;
- The total credit value (1 ECTS corresponding to 25 hours of workload);
- The programme's aims, objectives and learning outcomes
- The programme's structure, including the number and type of contact hours, any compulsory modules, indicative optional modules and overall expected workload;
- The overall assessment methods (formative and summative);
- The duration of the programme and its mode(s) of study;
- Details of any partnerships involved in delivering the programme
- Whether the programme includes a placement period and/or study abroad component;

For each of the courses included in the programme, a course template must be provided which includes:

- Course title
- Course description and learning outcomes
- Credit value
- Status (compulsory or elective)
- Pre-requisites and/or co-requisites
- Teaching and learning methods
- Assessment methods (formative and summative), including weighting and indicative dates
- Assessment criteria
- Faculty information
- Academic year/semester
- Mode of study (in person/ hybrid/online)
- Learning support available

- Workload, including contact and non-contact hours
- Attendance and completion requirements
- Session titles, description and reading list

The process towards the approval and eventual adoption of such new programmes are as follows:

i. Preliminary Review

In cooperation with the Quality Assurance Officer, the DPC or MPC conducts a preliminary review of the proposal to ensure it meets the criteria for a programme as defined in the threecycle system of the European Higher Education Area, and evaluates elements such as the type of programme, appropriate length, programme objectives and intended learners, and alignment with the EUI mission and goals.

In case the preliminary review of the DPC/MPC is positive, an ad hoc academic committee will be formed – consisting of at least two delegates from the DPC or MPC, the Provost for Education and Academic Staff Development and Director of Academic Service, supported by the QA officer who will act as the secretary of this ad hoc committee – who will evaluate the programme more fully (see steps ii-iv).

ii. Curriculum and Resource Evaluation

The ad hoc academic committee evaluates the proposed curriculum and the programme's structure. This includes assessing alignment with best academic standards, integrating relevant courses, and incorporating practical experiences. The committee will also consider the resources available for the programme, including the availability of relevant faculty, physical infrastructure and facilities, technology, as well as budgetary implications.

iii. Stakeholder Consultation

In parallel to the work of the academic committee under (ii), the QA officer shall solicit inputs from stakeholders to ensure that multiple perspectives are considered in the design of a new programme. This can include input from faculty, students, early-stage researchers, and relevant administrative units. Stakeholder consultation is carried out after the programme structure has been defined and before any external evaluation takes place.

iv. Preliminary assessment

Based on the information received through steps (ii) and (iii), the academic committee will issue a preliminary assessment of the proposed programme, including its academic merit and its feasibility. In case of a positive assessment, the programme will be sent for approval to the Academic Council. In case of a negative assessment, the relevant academic unit will be invited to adjust the proposal based on the feedback from the committee.

Stages (i)-(iv) of the process must be completed within 4 months of submission of the proposal to the DPC/MPC, assuming that the proposal is submitted between September and June.

v. Academic Council Approval

The proposal and the committee’s report is then discussed in both the Executive Committee and the Academic Council. If needed, modifications to the proposal are implemented after each stage. Once satisfactory, Academic Council will approve the proposal.

vi. High Council Approval

The final step involves seeking approval from the High Council, which has the ultimate authority to approve or reject a new degree programme. High Council approval is only required for new PhD and master’s degrees, as well as for joint master’s degrees. Dual master’s degrees are not subject to High Council approval, though it is recommended that the High Council is informed of such new programmes.

vii. Accreditation and Implementation

For new master’s programmes, ex ante (initial) accreditation of the programme is required to facilitate the recognition of the programme across education systems. This requirement may be postponed based on the specific needs of the proposed programme, but ex ante accreditation will be the default.

## Programme Review by the EUI Research Council

To ensure continuous alignment with the EUI long-term vision and strategic priorities, all academic units undergo both a self-evaluation and an external evaluation on a cyclical basis, every five years.

Each academic unit produces a self-assessment report, evaluating its achievements, challenges, and contributions to the EUI's mission. The report not only assesses past performance, but also includes a forward-looking reflection, considering the evolving role of the unit within the broader institutional strategy.

The self-assessment report provides both quantitative and qualitative data to measure achievements, highlight learnings, and identify key challenges. It outlines the strategic objectives of the academic unit and details how suggestions and recommendations from the previous evaluation report have been addressed or explain why they have not been considered.

The self-assessment reports are reviewed by a panel of external experts nominated by the Research Council, based upon a list of proposals made by the Academic Unit in question. The composition of the panel reflects a balance of academic expertise, institutional experience, and familiarity with the unit's profile and mandate. The experts are invited to visit the Academic Unit, meeting with EUI management, the Head of the Academic Unit, faculty members, students, early-stage researchers, professional staff, and other relevant actors and services. Their evaluation results in a written report, which is then shared with the Head of the Academic Unit, who prepares a formal response. The three documents that compose the evaluation exercise (self-assessment report, external evaluation report, and response to the external evaluation by the Academic Unit) are circulated to the Research Council.

## External Quality Assurance of the EUI

The EUI is committed to cyclical external quality assurance in line with the good practices of the European Higher Education Area. The formalisation of external quality assurance is currently underway, with plans to engage a quality assurance agency listed in the European Quality Assurance Register (EQAR) to conduct the required accreditation procedures. As the EUI operates outside a national higher education system, it is committed to appointing an EQAR-listed quality assurance agency as its designated external body. Strengthening quality assurance is a key strategic priority, and the EUI Strategy 2026–2031 explicitly calls for the formalisation of external quality assurance through the accreditation of master's programmes to ensure degree recognition and institutional accountability.

# Transversal Policies across Degree Programmes: Admissions, Monitoring, Progress and Certification

### Admission to Degree Programmes

EUI operates fair and transparent recruitment and admissions processes. Selection procedures ensure that all applicants receive fair and equitable treatment without exception. Each applicant is considered on their individual merits and assessed based on predictable and predefined selection criteria, which are transparently communicated and consistently applied.

The recruitment and admission of every researcher are underpinned by the EUI commitment to:

- Completing its mission to contribute, through its activities in the field of higher education and research, to the development of the cultural and scientific heritage of Europe, by promoting its provision as widely as possible amongst suitably qualified candidates in Europe and beyond.
- Ensuring that every learner has every reasonable prospect of succeeding in their chosen programme.

## Regulations and Policies in Admissions

To ensure that candidates for admission are appropriately qualified for their programme of study, and to ensure high standards of fairness, consistency and diversity in the selection procedures, the EUI maintains a set of academic codes, which define the applicable rules and regulations governing the application, selection and admission for the EUI degree programmes:

- Academic Rules and Regulations for the Doctoral and Master of Research Programmes
- Rules and Regulations for the Master of Arts in Transnational Governance
- Rules and Regulations for the Global Executive Master Programme

Entry requirements and eligibility criteria for each degree programme are transparent and shared with candidates ahead of the application deadline. Admissions Officers located within Academic Service, together with academic units, determine the equivalence of academic qualifications not explicitly included in the eligibility criteria.

Admission and recruitment processes are undertaken in compliance with the applicable EUI data protection regulations. All staff involved in the recruitment, selection and admission of students adhere to the EUI academic regulations governing each programme.

The EUI Disability and Specific Educational Needs Policy ensures equitable and inclusive conditions in the recruitment of researchers and students, and that no candidate is treated less favourably on the grounds of disability. When necessary, the policy allows for appropriate accommodations to support candidates, while ensuring that academic standards and merit based evaluation remain unchanged.

Regulations are transparently communicated to candidates through detailed application and registration guides (EUI website, online forms).

## Roles and Responsibilities in Admissions

The actors involved in the admissions process, listed below, ensure compliance with regulations and policies for PhD and Master programmes. Compliance is ensured by a multilevel system of checks and balances that operate throughout the processes.

For the PhD programmes and the Master in Economic Research, the following roles have been defined:

- The EUI Academic Service oversees and supports application, selection and admission processes, advising academic units, administrating these processes, and coordinating all operations. The Academic Service applies degree verification procedures (incoming recognition), structurally verifying the validity and authenticity of the academic credentials provided by admitted candidates and employing a set of recognition standards to ensure that candidates meet the relevant entry requirements. • The Dean of Graduate Studies coordinates the selection and recruitment procedures.
- The EUI Entrance Board decides on the admission of Master in Economic Research students and PhD researchers, assessing and deliberating on the proposals submitted by the departmental selection committees.
- Researchers' representatives (REPS) participate in the selection process as observers, after signing binding declarations of confidentiality and of the absence of conflict of interest.
- Funding Authorities (EUI Member States/Associate Member States) participate in the recruitment procedure by verifying the candidates' eligibility for funding and compliance with the relevant national requirements. The final decision lies with the Funding Board (appointed members of the Selection Committee). The Funding Board, preserving at all times the independence of the ranking and selection of candidates, may consult partners and donors on the criteria concerning the externally funded scholarships.

Regarding the MTnG and GEM, specific roles and processes for admissions are detailed below:

**MTnG**

- Admission to the MTnG is decided by the MTnG Selection Committee after having performed a comparative review of applicants' files.

- The extent of financial support varies annually, depending on the number and quality of candidates, as well as the available funding.

**GEM**

- The GEM Selection Committee decides admission to the GEM after having performed a comparative review of applicants' files.
- Research Fellows or Policy Leader Fellows can participate as observers in the selection process.

## Monitoring and Progression in Degree Programmes

### Monitoring of Academic Progress

In Doctoral and Master in Economic Research programmes, the progress of students and researchers is monitored by the academic units, by the Academic Service and the Dean of Graduate Studies chairing the Entrance Board. Preventive and supportive measures are implemented to provide additional guidance for students and researchers who have experienced delayed progress. For the MTnG and GEM, the progress of students is monitored by the STG.

Support is available to researchers and students who need guidance during their stage of studies. For academic and student life matters at the departmental level, supervisors, Directors of Graduate Studies, Heads of Departments, and Administrative Coordinators are available to provide support. At the EUI level, the Dean of Graduate Studies, the Academic Directors, the Head of Sector administering the Office of the Dean and the Director of Academic Service are available for support.

Students and researchers are encouraged to inform their supervisors and academic advisors about their specific educational needs and seek assistance for the arrangement of reasonable adjustments under the EUI Policy on Disability and Specific Educational Needs. Academic departments, the Dean of Graduate Studies and Academic Service professional staff will work together to examine the educational needs of the student or researcher and agree on a reasonable track and adjustment of learning conditions. This is coordinated by the Head of Sector administering the Office of the Dean of Graduate Studies to guarantee that support is provided without diluting the criteria for academic standards and requirements. The primary objective is to cater to individuals' educational needs and ensure an equitable and inclusive learning and research environment.

### Progression in Degree Programmes

Academic Service administers the academic committees (such as the Entrance Board) and academic bodies that determine admission, student status, and academic progress for individual learners enrolled in the EUI degree programmes. Academic Service manages the student information system and maintains student records, ensuring the validation of data and information related to recruitment, admission, progress, and completion of degree programmes.

The Academic Rules and Regulations governing the EUI degree programmes and the subsidiary students and Researchers' Guides define the standard performance criteria. They also specify the requirements that students and researchers must comply with during enrolment in the degree programmes, as well as the conditions for completing the degree. The Guides have specific sections with detailed information about academic requirements for each year and shall be reviewed and approved annually by the designated academic governance bodies.

The assessment of individual students' and researchers' progress is discussed and decided upon at the Department or Academic Unit level during restricted Departmental Meetings, attended by all faculty members of the Department or Academic Unit.

In cases where there are uncertainties regarding a student's or researcher's progress in the upcoming academic year, established procedures may allow for the inclusion of a second or third reviewer from among the full-time faculty members. Decisions regarding individual students and researchers require initial approval from the supervisor(s) or mentor(s), followed by approval at the Department level or at the STG.

At the institutional level, the board for the governance of the degree programme (such as the Entrance Board for the Doctoral and Master of Research Programmes) decides on the progress of ESRs and on all aspects regarding the status of researchers, including

intermissions, leaves of absence, withdrawal from the programme, and extensions to student status. The Board decides based on recommendations submitted to it by the individual departments in full respect of the Institute's rules and regulations.

Individual students and researchers affected by a negative decision can appeal against the decisions on procedural (non-academic) grounds to the Graduate Programme Appeals Committee or to the STG Appeals Committee. The procedures for appeal shall be clearly outlined in the Academic Rules and Regulations and the Departmental Guides and are included in the official notifications that inform students and researchers of negative decisions regarding their academic progress. Individuals must be informed about their right to appeal, including the procedures and the timeline associated with the process.

Students and researchers will receive formal written feedback on their performance in seminars, coursework, and periodic submissions of written work and theses, in addition to formative and informal feedback.

Student representatives as well as REPS shall be voting members of EUI academic governance bodies and decision-making committees that review and approve amendments to the Academic Rules and Regulations governing degree programmes.

## Certification

The right of the EUI to award postgraduate degrees derives from Article 14 of its Convention. The Academic Service acts as the Registrar responsible for managing academic records and issuing certifications regarding enrolment, progress, and Degree Diplomas. The Academic Service is also responsible for degree verification of its alumni to third parties in compliance with the EUI Data Protection Policy.

Academic certificates, transcripts and diploma requests must be submitted through a digital platform and may be issued in a number of EUI-member states' languages.

The standard format of academic transcripts is approved by the Executive Committee upon proposal by Academic Service and in agreement with the relevant Academic Unit.

# Part C: EXECUTIVE EDUCATION

Executive Education at the EUI is delivered through the **Florence School of Transnational Governance** and several specialised schools and centres that form part of the **Robert Schuman Centre for Advanced Study (RSCAS)**. On 1 June 2026, these schools and centres include: the **Centre for a Digital Society (CDS)** – addressing innovation in the digital context, competition (especially in digital markets), regulation in electronic communications, media, postal and digital markets; the **Florence School of Banking and Finance (FBF)** – focusing on financial stability, banking supervision, digital finance, sustainable finance, and EU economic governance; the **Florence School of Regulation (FSR)** – covering energy, climate, water, and transport regulation; the **Migration Policy Centre (MPC)** – covering migration policy and governance.

## Governance

The horizontal coordination of executive education across the EUI takes place through the Executive Education Committee (created in 2023 by President's Decision N 11/2023). The Committee's mandate is to ensure strategic development of the executive education portfolio across the EUI through collaboration and coordination between the schools and centres involved in executive education.

The schools and centres run open-call courses, as well as tailor-made programmes for specific partners and institutions either as one-off engagements or as part of larger projects. They also contribute to GEM's elective modules.

The aim of the internal quality assurance of the executive education is to ensure the academic integrity, professional relevance, and continuous improvement of the programmes. While the RSCAS and STG Executive Education portfolios differ in thematic focus and audience, they share a consistent internal quality cycle covering the following processes: (1) design and approval of programmes, (2) feedback mechanisms, (3) admission, and (4) certification.

## Design and Approval of New Programmes

New training initiatives are subject to structured internal review and approval mechanisms to guarantee that they align with the academic standards, strategic objectives, and learner and market needs.

Key steps for **open-call programmes** include:

i. **Needs analysis and concept definition:** Each new programme is developed in consultation with faculty, experts, and policy stakeholders to ensure its relevance to current transnational governance or regulatory challenges. The content is grounded in the schools' research output and includes a review of comparable offerings on the market to ensure distinctiveness and added value.

ii. **Programme proposal:** Coordinators prepare a programme concept note outlining the training format, learning outcomes, teaching methods, assessment modes, potential instructors and speakers, expected workload (expressed in working hours), and target audience. The design follows ESG principles of student-centred learning and constructive alignment.

iii. **Internal review and approval:** Proposals are reviewed within the STG and the RSCAS' schools' and centres' Executive Education team (academic lead, training coordinator, QA representative) and validated by the Director of the respective School for RSCAS or by the Academic Director of the Executive Education Programme for the STG.

iv. **Periodic revision:** Ongoing and recurrent programmes undergo annual review of content, faculty composition, gender balance and participant feedback before renewal.

This process ensures that programmes meet agreed academic and professional quality standards and that documentation (syllabi, learning outcomes, workload, and certification requirements) is transparent and consistent across the Institute.

Key steps for **tailor-made programmes** include:

i. **Needs analysis and concept definition:** Depending on the scope of the programme, the needs and topics are discussed in partnership with the donor. For larger

programmes, the needs and/or prior knowledge of the training beneficiaries may be assessed through surveys or discussions.

ii. **Programme proposal:** The scientific coordinator(s) prepare a draft programme proposal jointly with the Executive Education staff member. The proposal includes learning outcomes, methods, duration, etc.
iii. **Joint review and approval:** The programme is reviewed by the donor also on the base of the budget proposed and once comments are included and adjustments are made, it is approved.
iv. **Revision:** Generally, for tailored programmes, there is a one-off revision at the end of the course (see part 2 for feedback mechanism). However, in larger projects or longer programmes (over several months), the revision and monitoring are ongoing and can directly impact the subsequent editions within the project or subsequent modules in the programme.

Key steps for **multi-year programmes**:

The QA architecture for multi-year programmes funded directly through framework contracts with EU institutions, national authorities or international organisations builds on the open-call and tailor-made processes and adds:

- Working-group structures with the funder, with regular steering and academic committees co-reviewing materials and learning outcomes across editions.
- Joint review and approval of each edition by School course directors and partner institution counterparts, including follow-up evaluation surveys assessing how participants have applied their learning in their professional roles and how the programme has contributed to institutional and policy implementation.
- Annual curriculum review by course directors and partner experts to ensure that programme content reflects the latest policy, regulatory and supervisory developments in the field.

## Feedback Mechanisms

Systematic feedback collection and analysis are central to the quality assurance cycle of Executive Education across both the RSC and STG. Evaluation processes are designed to ensure continuous improvement in programme content, teaching quality, and learner experience.

Results are discussed in regular debrief meetings with the course team and faculty and/or School level meetings (e.g., FSR Course Directors meetings). This systematic use of feedback ensures a continuous enhancement of course design, teaching practices, and overall learner satisfaction across all Executive Education activities.

As such, the feedback mechanism is structured around several levels: the micro-level (i.e. per individual course) and the meta-level (e.g. at Programme level per School/Centre), and at the macro-level through the Executive Education Committee.

**Course-level** practices include:

- **End-of-course evaluations** are systematically distributed to all participants, covering teaching quality, course design, relevance of content, learning resources, and logistical support. The evaluations are conducted anonymously, ensuring participants can provide feedback without attribution. Normally the surveys ask questions to gather both quantitative (with Likert scale rating) and qualitative data (through open-ended questions). Two EUI-wide survey questions are included in all evaluation surveys to measure EUI-wide KPIs (one on overall learning experience and another one to monitor the number of participants working for institutions based in widening countries).
- **Group feedback:** depending on the course, scientific coordinators may include facilitated reflection sessions at the close of residential courses. This allows participants to share some immediate feedback and impressions.
- **Instructor debriefs** to reflect on participant engagement and identify improvements. At the end of the programme, the main instructors/scientific coordinators/course directors and course organisers will debrief, identify successful approaches and improvement needs for future editions. For one-off tailored programmes, their feedback will feed into a short evaluation report for the donor.

- **Follow-up surveys** may be requested for selected flagship programmes to assess mid-term professional impact. It is not carried out consistently and regularly across the EUI. There is an alumni community at FSR level, and they are invited to Florence for exchanges and to share testimonials.

**Programme-wide** practices include:

- Annual synthesis of evaluation data to generate key performance indicators (KPIs) and statistics such as average satisfaction rate, number of participants, completion rate, learning impact, innovation in teaching, revenue, etc. Each School has different internal reporting requirements and mechanisms. There are also EUI-wide reporting requirements which are less detailed.
- Annual Portfolio Review such as the FBF and CDS Advisory Council, which convene annually to assess the relevance of the training portfolios and their alignment with stakeholder and sectoral needs. This structured engagement ensures that the FBF and CDS training portfolios remain responsive to evolving professional demands and policy priorities.
- Bi-annual review: At the FSR, results from each academic year are compiled and shared with all faculty in an internal report summarising course performance, participant feedback, and key areas for improvement. Twice a year, meetings with the FSR faculty are held to discuss outcomes, KPI data, exchange good practices, and plan updates in course design and delivery.

EUI-wide practices:

- Synergies and overlaps: on an annual basis, the EUI-wide Executive Education Committee discusses the training offer to identify synergies and avoid overlaps.

## Admission Procedures

Admission processes are designed to guarantee transparency, fairness, and coherence with programme objectives.

Standard procedure:

- Eligibility criteria and participant profiles are defined at programme-design stage.
- Open calls for applications are published on the EUI website and on the individual websites of each RSC school, clearly outlining the admission requirements, course fees, and learning expectations.
- Tailor-made courses may follow specific admission arrangements, whereby partner institutions nominate participants in line with pre-agreed criteria and frameworks.

Applications are carefully reviewed to ensure that participants have the necessary experience and knowledge to engage meaningfully with the course and learn from one another. While Executive Education courses do not provide academic credit, the EUI maintains high admission standards to guarantee quality, participant satisfaction, and successful learning outcomes. Applications generally meet the programme requirements, and the selection process aims to create diverse, skilled groups, enhancing the learning experience for everyone and supporting EUI's strong reputation in executive education.

Admission data including the number of applications received or participants who attended, acceptance rates, gender and institutional balance, are systematically monitored by each School and used as input for annual reporting at both School and EUI level. Common institutional categories have been identified for EUI level reporting and for communication and marketing.

## Certification

Certificates are generally co-signed by the relevant school or centre Director and, when applicable, by the course Director, guaranteeing institutional recognition and consistency. Each certificate specifies the course title, duration, delivery format, participant's name, date of completion, type of certificate awarded and responsible EUI School(s), thereby reinforcing brand identity, transparency, and external recognition of the training provided.

All certifications issued are subject to defined criteria established during course design, including attendance thresholds, participation quality, and assessment completion, where applicable.

There is currently not much harmonisation across the EUI Executive Education services in terms of certificates awarded. There is some coherence in the methodology, but less so in the terminology used. Types of certificates currently used include:

- Certificate of Participation:
  - Awarded by default for residential training upon completion of the full course (FSR)
- Certificate of Attendance:
  - Awarded to participants who have completed all required learning components and demonstrated consistent engagement. (FSR)
  - Awarded by default on completion of the course (certain percentage of attendance) (STG).
- Certificate of Completion:
  - Awarded to participants who have fulfilled the course requirements as outlined in the syllabus and a higher level of engagement (FSR)
  - Certificate of Successful Completion: Awarded to participants who have fulfilled course requirements (only for certain online courses) (STG)
  - awarded by default on completion of the course (FBF & MPC)
- Certificate of Excellence:
  - Reserved for participants demonstrating outstanding engagement, including project or group-work submissions. The criteria for awarding this certificate are communicated in advance and aligned with the pedagogical design of the course. (FSR & FBF)

An additional qualification offered by the EUI is the European and Transnational Governance Network (ETGN) Certificate. STG is a member of the ETGN and serves as its Secretariat. The Network comprises six institutions and awards an ETGN Certificate to participants who take three executive education courses across the Network institutions within a period of two years. This encourages mobility as well as cooperation across similar European executive education providers/institutions.

# Part D: FELLOWSHIPS

EUI offers a range of fellowship programmes that foster academic excellence, professional development, and policy engagement. Each programme is tailored to different career stages and backgrounds, contributing to the Institute's mission of advancing high-quality research, international collaboration, and societal impact.

Fernand Braudel Senior Fellowships (FBF): Up to ten-month residencies for established scholars of international standing, enabling independent research while engaging in departmental teaching, mentoring, and academic activities.

Jean Monnet Fellowships (JMF): One-year positions at the Robert Schuman Centre for Advanced Studies for experienced academics, selected on the basis of research proposals aligned with the Centre's themes and actively contributing to its projects and programmes.

Max Weber Programme (MWP): A highly selective postdoctoral scheme for early-career researchers within five years of their PhD, offering one- or two-year fellowships with structured training, career development, and an outstanding academic placement record.

Policy Leader Fellowship (PLF): Five- or ten-month residencies at the Florence School of Transnational Governance for mid-career policy professionals, focused on developing practical solutions, gaining EU policy insight, and contributing to the School's teaching and outreach.

Collectively, these fellowships attract leading academics, promising researchers, and experienced policy professionals, ensuring that the EUI remains a hub of intellectual excellence, innovation, and societal relevance.

The quality assurance systems underpinning these fellowship programmes are being further structured and consolidated. Their recruitment processes are already clearly defined and are described in the following sections. The recruitment and admission procedures follow the same general principles of transparency and fairness as in other EUI programmes, and the same EUI policies and guidelines bind fellows. Procedures vary slightly between the fellowships. Further internal quality assurance processes are being streamlined.

## Fernand Braudel Senior Fellowship

Fernand Braudel Senior Fellowships (FBF) provide a framework for established academics with an international reputation to pursue their research at the EUI. These fellowships can last between one and ten months in one of the EUI's four Departments (ECO, HEC, LAW, SPS).

The Fellowships are governed by the President's Decision No 30/2016 of 22 July 2016. There are two annual deadlines for the FBF, in March and September. The Department of Economics accepts applications for both deadlines. The Departments of History and Political and Social Sciences only accept applications for the September deadline, and the Department of Law accepts applications only for the March deadline.

The calls for applications are published on the EUI website, including information on the programme, eligibility, the selection procedure and criteria, as well as the conditions of award. Applications must be submitted through the online platform and include a research proposal and CV. Once the call for applications is closed, the Academic Service provides access to the applications for each department to their relevant academic and administrative staff. The Department prepares a list of selected and reserve candidates, which is submitted for approval to the Executive Committee. Once approved, the Academic Service informs all candidates of the outcome of their application and sends the award letters to selected candidates.

## Jean Monnet Fellowship

Jean Monnet Fellowships (JMF) are one-year fellowships offered by the Robert Schuman Centre to scholars who have obtained their doctorate more than five years prior to the start of the fellowship. The Fellowship programme is open to post-docs, tenure-track academics and those wishing to spend their sabbatical at the Centre. The Centre offers up to 20 fellowships a year.

These fellowships are governed by the President's Decision No 6/2026 of 9 February 2026. JMF entail a competitive selection procedure. Each year, the Schuman Centre publishes a call for applications on the EUI website, which is also advertised in relevant channels. The call contains a description of the programme, information for applicants, conditions of award and

information on the selection procedure and criteria. Applications must be submitted through the online application form, and applicants are requested to submit their CV, a motivation letter, and a research proposal. In order to be selected, the research proposal should fit well with the Centre's main research themes, programmes and/or projects.

Once the call for applications is closed, the link to candidatures is shared with the Schuman Faculty, the Joint Chairs and the Director of the Schuman Centre for evaluation. The selection focuses on the academic profile of the candidates and the fitness of their research proposals with the Schuman programmes and topics. The Professors communicate their selection (first ranked and reserves) to the Academic Staff and Fellowships Coordinator, who then draws the list of proposed fellows. These lists are then submitted for approval to the Academic Staff Meeting and for nomination to the Executive Committee. After nomination, offer letters are sent to selected applicants by the Academic Service.

## Max Weber Fellowship

Max Weber Fellowships (MWF) are open to applicants who are within five years from the completion of their PhD. The Programme awards one- and two-year fellowships depending on the academic unit. In extraordinary cases only, a fellowship can be extended to a third year.

The Department of Law awards one-year fellowships, the Department of Economics, the Department of History, the Department of Social and Political Sciences and the Robert Schuman Centre for Advanced Studies award one or two-year fellowships, the Florence School of Transnational Governance awards two-year fellowships.

MWF are governed by the President's Decision 6/2026 of 9 February 2026. . Each year the Max Weber Programme publishes a call for applications on the EUI website including information on the programme, eligibility, selection procedure and criteria, as well as the conditions of award. Applications must be submitted through the online platform, and include a CV, academic career statement, research proposal and reference letters.

Once the call for applications is closed, the Academic Service provides access to the applications for each academic unit respectively to their relevant academic and administrative staff. The call for applications in the Department of Economics reopens, and applications are accepted until positions are filled. The Academic Unit prepares a list of selected and reserve candidates, which are discussed and approved by the Fellowship Steering Committee and subsequently submitted for approval to the Executive Committee. Once approved, the Academic Service informs all candidates of the outcome of their application and sends the award letters to selected candidates.

## Policy Leader Fellowship

The Policy Leader Fellowship (PLF) is a residential programme at the Florence School of Transnational Governance aimed at mid-career policy professionals from a range of policy fields: politics, civil service, media, non-governmental organisations and others whose field broadly aligns with STG programmes and faculty research priorities. The fellowship can be awarded for five or ten months.

PLF is governed by the President's Decision N. 6/2026 of 9 February 2026. Once a year a call for applications is published on the EUI website including information on the programme, eligibility, the selection procedure and criteria, as well as the conditions of award. Applications must be submitted through the online platform and include a CV, a short biography, two reference letters, a copy of the highest educational certificate, a letter of motivation, a work plan, and optional work samples.

Once the call for applications is closed, the Academic Service provides access to the applications to the relevant academic and administrative staff who form the Selection Committee. The Selection Committee prepares a list of selected and reserve candidates, which is submitted first to the Faculty Board and STG Management and, finally, for approval to the Executive Committee. Once approved, the Academic Service informs all candidates of the outcome of their application and sends the award letters to selected candidates.

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